

Chapter 3

ACTIVITIES SECTION



Gloucester County Institute of Technology

How to use this Activities Section

A New Requirement in Arts Education in New Jersey: Design Education

To assist educators in the alignment of their arts curricula with the standards and indicators, sample activities have been designed by teachers and artists in the arts disciplines. They are simply suggestions that you may use, modify, or improvise. While the standards and indicators should be met, schools maintain local control over how they implement them for the reason that they best know their own teachers' strengths, available resources, and facilities. These suggested activities are grouped as dance, music, theater and visual arts, from k-4, 5-8 and 9-12. *It is not the intent of the framework to produce a scope-and-sequence curriculum.* Scope and sequence for the sample activities are to be developed by the local school district. The objective of the framework is to provide some suggestions as starting points.

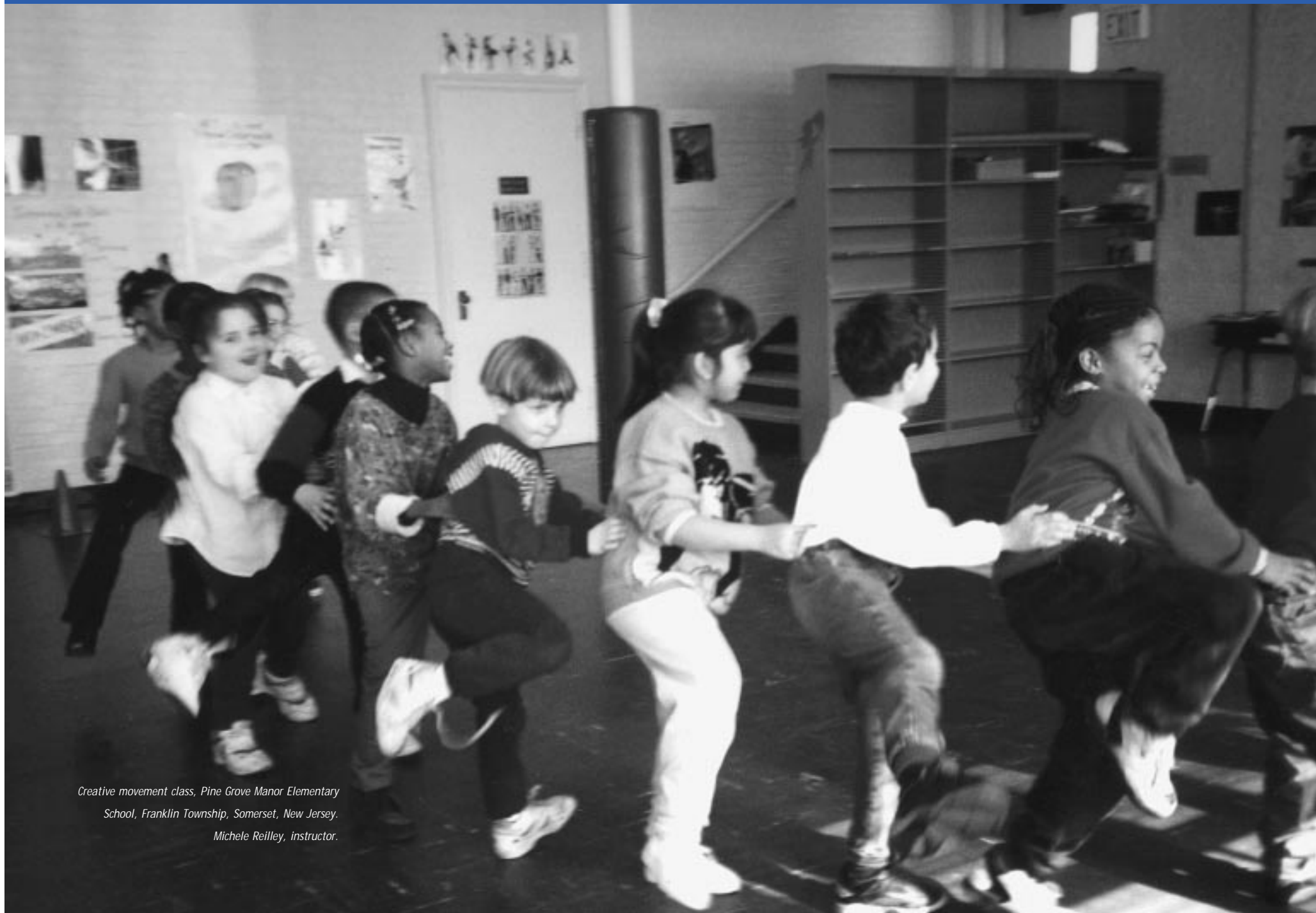
Interdisciplinary connections are essential to the students' understanding of the practical use for the knowledge and skills learned. Samples of activities that connect with different arts areas and other subjects are included in this Framework and should be included in the district curriculum.

Design is a new standards-based curricular requirement in the arts. Standard 1.6 is different from other arts standards: It is specific to the design of that which is functional—products, systems, structures, places, and events, all of which require the elements and principles of art, whether it be visual, aural, kinetic, or performance. Design is so intrinsic to our lives that it tends to be “invisible.” Yet it is ubiquitous to our daily activities and our environments.

Design moves us “from the existing to the preferred.” Imagine all of the adaptations made to the wheel and how civilization has been reengineered because of them. It is the cycling through of the design process that enables substantive improvements or adaptation, changing societal needs. Unlike an art object, a design is never “done.” Time and circumstance change needs. Analysis, synthesis, and evaluation are at the top of Bloom's taxonomy. The pedagogical and career value of design is in the lessons learned through evaluating resources and assessing needs, identifying problems and solving them, mastering technical skills, and creating and evaluating the project and product-workplace know-how.

Design awareness is the first step in design education. What do you see? Analyze the design. What is its history? What has changed or is changing? Describe the problem and develop solutions. Evaluate solutions and synthesize for the best result. Students will be exposed to process, content and questions and should be given more challenging problems to solve as their skills grow. Concepts of design include the notion of order and clarity of form, and time and space. The contexts relating to communication and social relevance can be applied.

Sample design activities in each arts discipline are provided in this chapter to stimulate the teaching staff's creativity as they build the curriculum and develop lesson plans. Chapter 4 provides additional suggestions for design-related activities (Tables 4.1 through 4.3, pp. 146-148).



*Creative movement class, Pine Grove Manor Elementary
School, Franklin Township, Somerset, New Jersey.
Michele Reilley, instructor.*

DANCE

Dance is the expression of the intellect, emotions, and the body using energy, shapes, patterns, actions, and gestures—aesthetically. Personal creativity and imagination develop along with the mental skills of concentration, listening, and timing. Dancers are students of nonverbal communication through the art of rhythmic bodily movement. Mental endurance and the skills of concentration, listening and timing sharpen the senses. Practice, improvement, discipline, and precision enhance personal confidence. Performance in a group fosters intense cooperation and interpersonal skills.

Habits of physical skills—endurance, refined kinesthetics, flexibility, and coordination—complete the mind/body connection for gains that translate to other life and work skills. Practice in dance movements produces numerous anatomical, physiological, and health gains. Dance offers many opportunities for students to be spectators, critics, and participants.

Choreography structures the intellectual and emotional expression through design of movement. It draws on and reinforces collaborative skills for problem solving, decision making, evaluating, and goal setting. It requires mental exploration and visualization of the desired effect. Opportunities for students to create, plan, practice, and perfect their own ideas are inherent in dance education. Added to learning about grace, rhythm, and form are the joys of a partnered swirl, a lift perfectly executed, or the flow of aesthetic force.

Dance has a long history as an independent art form that records and celebrates historical, cultural, and social perspectives. Consider the social climate and historical trends that produced ballroom dancing, contemporary and modern dance, folk dance, and traditional and modern ballet. As an interdisciplinary subject, dance connects readily to other subjects such as social studies and science. While a language in its own right, dance has historical roots and meanings and has more forms than there are cultures in the world.

(Note: One of the *Comprehensive Health and Physical Education Standards* focuses on dance for social and/or recreational purposes. Where similar skill development exists in cumulative progress indicators, they are considered interdisciplinary.)

DANCE K-4: Standard 1.1

*All students will
acquire knowledge and
skills that increase
aesthetic awareness in
dance, music, theater,
and visual arts.*

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: DANCE TALKS

- Students observe, discuss, and mimic how people move/gesture (e.g., wave or shake hands) in everyday life to communicate messages (e.g., "hello," "stop," "come," or "go").
- Demonstrate abstracting and transforming a gesture into dance movements, with changes in rhythm, speed, energy, and space.
- Students practice several gesture transformations. They combine three transformations into one or more "dance" sentences and then perform them individually or in small groups.
- The audience (class) decides what body parts were most important to the messages: torso, face, hands, fingers, legs, etc.
- The members of the audience then state their preferences for the various performances, citing their reactions to the rhythm, speed, energy, and space and saying what they liked or didn't like and why.

WORKPLACE READINESS SKILLS:

- 4.2 Work cooperatively

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

DANCE K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: LOCOMOTOR

- Students explore the use of four locomotor movements (skip, hop, run, walk) in relation to the use of body parts: then explore the use of body parts in leading, isolating and supporting. Then:
 - ✦ add the use of low, medium, and high levels;
 - ✦ explore pathways and shapes; and
 - ✦ create, practice, and perform a dance sequence that incorporates changes in level, direction, pathway, and shape.
- Students create a dance phrase of four locomotor movements with variations in space, time, and energy using the basic elements of dance (body, space, time, energy).
- Practice and perform the dance. Discuss effects of concentration on performance quality.

WORKPLACE READINESS SKILLS:

- 3.9 Identify patterns
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively
- 4.11 Describe how ability, effort and achievement are interrelated

THINKING SKILLS:

- decide, create, analyze

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6

DANCE K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: NATURE DANCES

- Students explore various design and movement sources in nature and choose preferences with regard to line, color, shape, and rhythm (e.g., rivers, trees, leaves, butterflies). They translate these design and movement elements to dance movements and create short dances, planning the dance elements. The students practice and perform the dances individually.
- Students select a season to design a dance to include the above as well as air movements (breeze, hurricane winds); rain (drizzling, pouring, driving, etc.); snow and ice effects on movement; leaves drifting, falling, curling. Combine and synchronize students' individual dance ideas to create a group performance.

Suggestions:

- Use a selected painting that represents the particular season for inspiration.
- Use musical selections such as Verdi's "Four Seasons" or other selections representing storm, summer's day, autumn.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.15 Problem-solve for design

THINKING SKILLS:

- identify, compare/contrast, translate, assess

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music and Visual Arts) 1.2, 1.6
- Science

DANCE K-4: STANDARD 1.4

*All students will
demonstrate knowledge
of the process of
critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: DANCE NARRATIVES

- Provide groups of students with a certain element of a dance performance to specifically focus on: story, roles, choreography, body language, postures, music, lighting, costumes, special effects, or characters. Discuss audience etiquette and the need to concentrate on the element assigned. Students view a narrative dance (or portion of a video) that is developmentally appropriate, such as the *Nutcracker*.
- Following the performance or viewing, each student in the group describes his/her observations to the class, identifying and explaining any likes and dislikes. The students may demonstrate the movements, facial expressions, body stance/posture, etc., if they choose.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 4.2 Work cooperatively
- 4.6 Describe actions for respect
- 4.7 Describe roles people play

THINKING SKILLS:

- concentrate, analyze, recall

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy (Speaking)

DANCE K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS

#1 & #4

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. (#1)

Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater, and visual arts. (#4)

ACTIVITY: BIRD DANCE

- Students view the movements of birds through direct observation, video, etc.; then view how the movements are recreated in dance movement.
 - ✦ View “Ostrich” (African, Dance Black America). Students communicate their responses with supporting reasons for likes and dislikes. Expand on responses relating to dance elements.
 - ✦ View “Dying Swan” (Classical Ballet, Pavlova). Students respond verbally to bird movements in classical style, giving reasons to support their comments. Expand on comments as they relate to the elements of the dance.
 - ✦ View “Eagle Dance” (Native American, Indian Dance Theater). Students respond with supporting statements and compare/contrast it with the Ostrich and Swan presentations.
- Students select a bird they would like to be. They split into groups depending upon the dance style preferences they have viewed. By re-creating dance movements in that style, they choreograph a dance phrase.

WORKPLACE READINESS SKILLS:

- 2.2 Select appropriate tools (and technology)
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information

THINKING SKILLS:

- identify, decide, compare/contrast, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.5 and 1.3
- Language Arts Literacy

DANCE K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATORS #1 & #2

Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play. (#1)

Plan and execute solutions to design problems. (#2)

ACTIVITY: STORY DANCE

- Students select a favorite story to express in dance. Discuss the characters, costumes, and props the students will need. Design the costumes to suit the characters. Create costumes from available materials. Students review the story and determine what props and sound effects/music are essential to the performance. Discuss as a group the limitations imposed by space and materials and how to overcome them.
- Students develop a plan for the choreography that will be expressive of the story, then practice and perform it.
- Students define the roles of costume designer, stage manager (including safety), choreographer, related roles, and dancers in a professional production.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills (and attitudes)
- 1.5 Identify transferable skills
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternatives
- 4.2 Work cooperatively
- 5.8 Discuss rules to promote safety and health

THINKING SKILLS:

- translate, illustrate, imagine, create, produce, design, decide, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy
- Others (depending on the story selection)

DANCE 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.

ACTIVITY: MASTERWORKS I

- Observe and respond to dance masterworks (live or video) such as “Waterstudy” by Doris Humphrey, “Riverdance” by Michael Flatley, or another choice. Using dance terminology, students critique the use of fundamental elements of dance and their impact on the aesthetic effect.
- Improvise, based upon one of the works seen, a short dance emphasizing movement, shape, level, energy, and/or theme, using a selected musical work. Students plan the elements to achieve a desired aesthetic effect, then practice technique and perform in groups.
- Discuss their personal responses to each group’s plan, the quality of the practice sessions, and aesthetic responses to the performances.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- observe, translate, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.4, 1.6

DANCE 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS

#2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: MASTERWORKS II

- Students view masterworks representative of two or three dance genres (e.g., ballet, jazz, tap, musical theater, mime, and social/cultural). Identify the hallmark characteristics of the different genres.
- Suggested masterworks videos:
 - ✦ *La Sylphide* (Bournonville); *Revelations* (Alvin Ailey); and *Dancing* (PBS eight-part series)
- Learn, practice, and perform the techniques and hallmarks of two genres.
- Analyze the common elements and differences of these genres and their effect on aesthetic response.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 4.2 Work cooperatively
- 4.9 Use time efficiently

THINKING SKILLS:

- evaluate, analyze, create compare/contrast, judge, identify

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4, 1.5
- Language Arts Literacy

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS

#2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: DANCE MACHINES

- Working in small groups, students create a machine (e.g., a washing machine, lawn mower, or conveyor belt) that incorporates the use of body parts, shape, level, movement, and vocalized sound. Each group practices and performs the movements for the class. Members of the audience observe each other's performances and identify the dance elements used. The students articulate the strengths in each performance.

WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism

THINKING SKILLS:

- analyze, create, decide, synthesize, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.6
- Language Arts Literacy

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS

#2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: PRETZEL DANCE

- Students work with a partner. Dancer A creates a shape and freezes. Dancer B then creates a pretzel shape with Dancer A (going through negative shapes, over, under, in front/back, etc.) and also freezes.
- Dancer A carefully “oozes” out of the pretzel shape and creates a new pretzel shape with Dancer B, again through the use of the element of direction. The partners continue creating and changing shapes.
- Students create a dance phrase with a series of such movements. They select music to establish a rhythm, pace, etc.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.9 Identify patterns
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- create, decide, identify

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: MODERN DANCE COMBOS

- Students learn, practice, and perform modern dance combinations that utilize fundamental modern dance concepts:
 - spinal contractions; off-balance sustained; parallel; turnout; fall and recovery; and limb flexion.(Include modern dance vocabulary.)
- In groups of four, students change two of the fundamental elements in the combination (e.g., timing, pathway, level, timing, energy). They perform the movements and critique each other's work.
- Using videos, the students view/discuss the use of these fundamentals in different dance styles and genres.

WORKPLACE READINESS SKILLS:

- 2.3 Access (and use) technology
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills

THINKING SKILLS:

- concentrate, identify, reproduce, apply, demonstrate, design

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.6
- Language Arts Literacy

DANCE 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

*Passaic Teen Arts, Spring 1996.
Clifton High School*



DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

ACTIVITY: WITH FEELING!

- Students discuss and mimic facial and bodily gestures and movements that express the gamut of a human emotion, such as fear, shyness, nervousness, untrusting, joy, or hate. They explore movement, rhythm, timing, shape, etc., that expresses the various subtleties and strengths of the emotion.
- With a partner, students create, practice, and perform a dance involving the relationship of two emotions, selecting the nuances of each to be depicted.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, analyze, problem-solve, interpret

LINKS TO OTHER STANDARDS & SUBJECTS:

- Theater
- Science
- Social Studies

DANCE 5-8: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: EVALUATE

- Students describe and critique specific dance phrases (video/live/own/other students') using criteria such as:
 - ✦ feeling/emotion; look/shape; dynamics/energy; size; design: line, pattern, color, rhythm, texture, etc.; and aesthetic effects (including use of sets, costumes, etc.).
- Students evaluate all performances in some manner. They support their critiques and make positive suggestions for improvement or other interpretation. Suggested possibilities:
 - ✦ Use the computer to create a rubric to include the above criteria for future evaluation purposes; use numbered values on cards for technical/artistic evaluations at the end of a performance, similar to the judging method used for ice skating. Discuss disparities; and use a "thumbs up or down" evaluation (like the Romans did) when evaluating criteria as a class.

WORKPLACE READINESS SKILLS:

- 2.9 Use technology to present designs and results of investigations
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.5 Provide constructive criticism

THINKING SKILLS:

- observe, evaluate/assess/judge, dispute, judge, grade

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.1
- Mathematics

DANCE 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #5

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.

ACTIVITY: CONTEMPO

- Students learn the historical, social, and cultural origins of recent and contemporary dance genres indigenous to the United States (e.g., swing from the 20s and 40s, ballroom/Ginger Rogers and Fred Astaire, tap/Gregory Hines, jazz, musical theater/film, hip-hop/Savion Glover) and the artists and times that fostered them.
- Utilizing technology, the students trace the career of at least one of the representative professional dancers or choreographers.
- Students learn, practice, and perform basic modern dance utilizing basic modern dance concepts, principles, skills, and aesthetics. Suggested dancers:
 - ✦ Doris Humphrey/fall and recovery; Mary Wigman/vibratory action, swing, percussion; Martha Graham/contraction-release; Alvin Ailey; Mark Morris; Lester Horton; Paul Taylor; Merce Cunningham; and Alwin Nikolais.

WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.5 Identify transferable skills
- 2.6 Access information
- 3.2 Use models and observations
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 4.10 Apply study skills

THINKING SKILLS:

- identify, name, record, demonstrate, summarize, abstract, compose

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies (History)

DANCE 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE SET

- Students design a model to scale for an abstract stage set for a designated dance performance. Scale will be to the area in which a dance performance would take place, e.g., in the school auditorium, cafetorium, or outside location. Consider where off-stage areas will be.
- Students consider as an alternative a realistic set that is representative of the theme, time, and place.
- The class critiques the prototypes by demonstrating movement paths within the space. They consider both stability and safety.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills
- 3.2 Use models and observations
- 3.13 Select (and apply) solutions to problem solving (and decision making)
- 3.15 Apply problem-solving skills to design projects
- 5.6 Identify common hazards

THINKING SKILLS:

- match, imagine, design, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy

DANCE 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE EVENT

- Students design a dance program to be presented to an audience (other students, parents, community). The program may be for a specific event, an assembly, holiday, celebration, etc. Consider inclusion in a theater production or music concert, and work with other arts disciplines.
- Students then determine the target audience and available locations. They make appropriate dance and musical selections. Students prepare a one-page resume listing the skills they believe will enable them to take the roles of a director, announcer, choreographer, stage manager, public relations, costumer, etc. They share the resumes with the class, and groups form based on student interest and self-appraisal of skills. The marketing group uses a computer to generate the dance program, which they will distribute at the event. They use available technology as appropriate. The program is videotaped.
- Students learn, practice, and perform the program.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills (and work habits)
- 1.2 Describe the importance of skills (and attitudes)
- 1.10 Prepare a resume (and complete job applications)
- 2.2 Select appropriate tools (and technology)
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, order, investigate, differentiate, categorize, imagine, create, design

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy

DANCE 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: MASTERWORKS III

- Students discuss the sources of inspiration for the creation of dance. They explore movement possibilities given thematic ideas taken from preselected masterworks.
- View and compare/contrast masterworks from multiple dance genres, such as the following:
 - ✦ “Firebird” (Fokine); “Green Table” (Kurt Joos); “Appalachian Spring” (Martha Graham); “Hard Nut” (Mark Morris); and “Moiseyev in Concert”
- Students select and research the socio-historical contexts of a genre and significant choreographers.
- Student(s) choreograph(s) a dance that demonstrates an evolving personal aesthetic and submit(s) a 100-word philosophical statement supporting it.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternatives
- 3.13 Select (and apply) solutions to problem solving (and decision making)

THINKING SKILLS:

- identify, evaluate, analyze, compose, create, judge

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4, 1.5
- Language Arts Literacy
- Social Studies (History)

DANCE 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance music, theater, or visual arts.

ACTIVITY: TRAIN 4 DANCE

- Students refine skills through experiencing the following:
 - ✦ Alternative training and conditioning methodology for dance (e.g., Pilates Method, Alexander Technique, Barrtenieff Fundamentals, Laban Movement Analysis, Feldenchrist, or yoga); the use of fitness equipment to increase range of movement and motion, muscle strength, stretch and tone; and aerobic exercise.

WORKPLACE READINESS SKILLS:

- 1.5 Identify transferable skills
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.11 Identify/evaluate alternative decisions
- 4.3 Evaluate own (actions and) accomplishments
- 5.1 Explain injury prevention
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment (or tools)
- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures

THINKING SKILLS:

- identify, compare/contrast, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Health & Physical Education
- Science (Anatomy & Physiology)

DANCE 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: CONTEMPORARY

- Students participate in and demonstrate competency in the execution of contemporary concepts and intermediate-level skills including the following:
 - ✦ Extensions; dynamic alignment; off-center turning; and refined axial center awareness.
- The warm-up and combinations should reflect increasing complexity in dance technique, skill level, retention, aesthetic refinement, musicality, and design. Suggested:
 - ✦ Twyla Tharp (rhythmic complexity/fusion); Mark Morris (movement invention); Laura Dean; Meredith Monk; and Pina Bausch.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills (and attitudes)
- 4.2 Work cooperatively

THINKING SKILLS:

- recall, concentrate, demonstrate

DANCE 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: DANCE PRODUCTION

- In groups, students choreograph, practice, and perform a complete dance work utilizing choreographic elements and principles and refined technical skills. The accompaniment, theme, and style of the work should reflect students' consensus, practical experiences, and individual movement vocabularies.
- Design/create costumes, set, and lighting design.
- Create a computer-generated program. Invite and perform for parents, other students, or the community.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.8 Use technology and other tools to produce products
- 3.1 Define problem/clarify decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- decide, create, produce

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Dance and Visual Arts) 1.6 Design
- Language Arts Literacy

DANCE 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: MULTIMEDIA / INTRADISCIPLINARY

- Students create, rehearse, and perform a multimedia production for a live or taped medium, utilizing the six elements of structure: mass, volume, line, plane, texture, and color.
- Students partake in the design and construction of sets, costumes, and properties necessary for production. Include the use of appropriate technologies (film, video, lighting effects, computer-generated imagery, soundscapes, etc.) to alter the more conventional materials and expand form relationships.
- Research concepts for the above from multimedia sources (MTV) artists (Pina Bausch, Ping Chong, Alwin Nikolais). Describe how various sources influenced their work.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions

THINKING SKILLS:

- select, create, apply, translate, compose, design, assess

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6

DANCE 9-12: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

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ACTIVITY: GENRE CRITIQUE

- Students view live or taped performances (student or professional) of two genres. In oral or written discussions, students:
 - define the genre and style; and
 - discuss the historical, societal, economic, aesthetic, and political contents.
- Students appraise the level of craftsmanship and technical skill of the choreographers and performers as well as the effectiveness of the communication of the choreographic intent.
- Students discuss the effectiveness of production values, e.g., the set, costumes, music, lighting.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- identify, comprehend, investigate, analyze, appraise

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6
- Language Arts Literacy

DANCE 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #8 & #10

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Create works of art that communicate personal opinions, thoughts, and ideas. (#10)

ACTIVITY: MASTERWORKS IV

- Students view and compare/contrast, through discussion, masterworks from multiple dance genres. Suggestions include the following:
 - ✦ “Firebird” (Fokine); “Green Table” (Kurt Joos); “Appalachian Spring” (Martha Graham); “Hard Nut” (Mark Morris); and “Moiseyev in Concert”.
- Students select and research the socio-historical contexts of a genre and professional backgrounds of its significant choreographers using the media center and the Internet.
- Student(s) choreograph(s) a dance that demonstrates an evolving personal aesthetic and submit(s) a 100-word philosophical statement supporting it.

WORKPLACE READINESS SKILLS:

- 1.7 Describe the importance of academic (and occupational) skills
- 2.5 Access communication and information systems
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- compare/contrast, evaluate, analyze, compose, create, judge

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Social Studies (History)

DANCE 9-12: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: TWO & MORE

- Students explore various movement and design elements within the choreographic process by doing one or both of the following:
 - ✦ Choreographing a duet emphasizing partnering skills (unison, weight sharing, spatial and shape design).
 - ✦ Creating an ensemble work with emphasis on manipulating groups and forms of canon/repetition/unison/accumulation of movement and space.
- Finally, students practice, perform, and critique the choreographies.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.6 Plan experiments
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- decide, create, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6
- Music



MUSIC

Music exalts the human spirit. To quote Aaron Copland, “So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it to give expressive meaning.” To the Greeks, the word “Quadrivium” defined the essence of education. The quad included math, geometry, music, and astronomy. Popular music influences children’s thinking and behavior. Through exposure to various historical, cultural, and contemporary styles of music, students learn to hear, feel, and examine the thoughts and feelings of what others have communicated through their music and songs.

The making of music is a thoughtful practice involving formal and informal knowledge. It requires the development and practice of sensory skills, the manipulation and translation of complex symbol systems, and the understanding of the component parts and of the “whole” within the composition. The continuum and practice of thoughtful synthesis, expressiveness, dynamics, movement, flow, and timing are essential to success in music and virtually all aspects of a person’s life.

The production of musical sound creates awareness of the shape, size, physics, and mechanical functioning of the instruments. Personal physical involvement and development of skills in breathing, voice projection, and intonation are intimate personal activities that most people give little notice to but which are essential skills.

The ensemble, the orchestra, the band, and the chorus are opportunities for mutual effort and success. The knowledge that the group’s successful performance is reliant on the practice and perfection of each individual’s contribution is an asset to the family, the school, and later in the workplace.

MUSIC K-4: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: LISTEN

- With their eyes closed, students concentrate on listening to the selection “Hoedown” from Aaron Copland’s Rodeo. They visualize a “movie” in their mind’s eye that the music suggests.
- Students then open their eyes and immediately draw or write a description of the visualizations the music suggested to them.
- They share their drawings or writings with the class, comment on what they particularly liked, and give reasons for their preferences.

WORKPLACE READINESS SKILLS:

- 3.10 Monitor own thinking
- 3.12 Interpret data
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, synthesize, create, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.2, 1.4
- Visual Arts
- Language Arts Literacy (Speaking, Listening)

MUSIC K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: SOUNDS FOR MUSIC

- Students brainstorm sounds from nature, e.g., birds, rain, crunching autumn leaves, wind, animals, seashore waves, etc.
- Introduce Antonio Vivaldi's "The Four Seasons," explaining that composers often use natural sounds as a basis for their compositions. Students discuss the seasons and Vivaldi's use of specific instruments and types of instruments for natural sounds.
- Students improvise sounds that represent the seasons and perform for the class.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations

THINKING SKILLS:

- musical, know, apply, analyze, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.3, 1.4

MUSIC K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

*South Hunterdon High School,
Spring 1998*



ACTIVITY: UNDERSTANDING FORM

- Students sing a known song (e.g., 'Lil Liza Jane) and identify the phrase length through movement. They show understanding of phrase length by moving arms over their heads in an arch or across their bodies or walking the phrase. Discuss spacing for safety.
- Through their identification of the phrases, students recognize where to breathe. Utilizing this information, the class performs the song.

WORKPLACE READINESS SKILLS:

- 4.2 Work cooperatively
- 5.8 Discuss rules to promote safety and health

THINKING SKILLS:

- recall, apply, analyze

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance
- Mathematics

MUSIC K-4: STANDARD 1.4

*All students will
demonstrate knowledge of
the process of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: RHYTHM

- Students identify and pat the beat of a song, (e.g., “Follow the Yellow Brick Road” from The Wizard of Oz). Lead students to identify and clap the rhythm of the song and relate to the lyrics. Students identify and demonstrate (through body movement) the upward and downward pitch movement of the song.
- As a class or through cooperative groups, students analyze, discuss, and evaluate the use of beat, rhythm, and pitch in the song to decide why the composer may have used each of these elements in a particular way.
- Students listen to a recording of Leroy Anderson’s “Syncopated Clock” and identify/discuss the use of beat, rhythm, and pitch.

WORKPLACE READINESS SKILLS:

- 3.9 Identify patterns
- 3.12 Interpret data
- 3.14 Evaluate solutions

THINKING SKILLS:

- musical, know, comprehend, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.1, 1.3, 1.6

MUSIC K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #1

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

ACTIVITY: MUSICAL DIFFERENCES

- Students listen to the music of different cultures they may be studying, e.g., Native American and Hawaiian. They identify differences in the instruments, sound, and purposes.
- This activity can be combined with Dance 1.5 to learn the different styles of movement and purposes/influences associated with the music and related art forms, such as:
 - invoking rain or good weather for crops; greeting someone; and storytelling.

WORKPLACE READINESS SKILLS:

THINKING SKILLS:

- identify, memorize/recall, reproduce, compare, differentiate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance
- Social Studies

MUSIC K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #2

Plan and execute solutions to design problems.

ACTIVITY: UNIVERSAL INSTRUMENTS

- Students learn about the four types of “universal instruments:” string, woodwind, brass, and percussion. They view/listen to the various sounds. (Other students perform, if possible).
- Next, students create their own instruments, selecting one of the four types. (String or percussion can be easily constructed of found materials.) The students:
 - ✦ identify available materials;
 - ✦ create ideas on paper and identify/solve any problems;
 - ✦ construct the instrument; and
 - ✦ create sound from the instrument.
- Students form ensembles or class orchestra and perform.
- Discuss related careers.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills and attitudes
- 1.5 Identify transferable skills
- 2.1 Understand technological systems
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.15 Apply problem-solving skills to design projects

THINKING SKILLS:

- label, create, translate, produce, differentiate, invent

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.2, 1.3
- Visual Arts (2-D, 3-D)



MUSIC 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhance these abilities.

PROGRESS INDICATOR #3

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

ACTIVITY: EXPRESSIVE ELEMENTS

- Students listen to an instrumental piece and then:
 - Identify and illustrate the musical elements of tone, color, melody, rhythm, harmony/texture, and form;
 - Describe how the mood or feeling was established by the composition of elements;
 - Describe the kind of dance movement the piece suggests; and,
 - If the piece were going to be used as background music in a play or film, students describe what they would imagine about the story or plot.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.10 Monitor own thinking
- 3.12 Interpret data

THINKING SKILLS:

- recall, apply, analyze, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance, Theater

MUSIC 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #2

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level.

ACTIVITY: SCORING EXPRESSIVE ELEMENTS

- Remove all expressive markings (dynamics, phrasing, tempo, articulation, etc.) from a piece of printed music, leaving only the signature time and key signatures. The students play or sing the modified composition.
- Discuss the possible addition, notation, and interpretation of expressive markings. Once the students understand the notation and implications of expressive markings, they assign expressive elements to appropriate points in the score (a good small-group activity). Students perform the composition they notated.
- After receiving the composer's notated score, they discuss the composer's choices of expressive devices and then perform the original composition.
- Class evaluates each student-developed interpretation, comparing/contrasting it with the original printed score. The groups edit their work and perform it for the class.
 - ✦ Students edit a melody to reflect a specific style, e.g., madrigal, swing, or march.
 - ✦ They create an original composition using signs, symbols, terms, and pitch/rhythm notation. They create and perform it with expressive notation and interpretation.
 - ✦ Students use composition software to notate their own arrangement of existing scores.
 - ✦ Students discuss career possibilities open to the composer of music.

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previous page)*



*South Hunterdon High School,
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WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.9 Identify job openings
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.3 Evaluate own actions and accomplishments
- 4.5 Provide constructive criticism

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

MUSIC 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

ACTIVITY: SOUNDTRACK

- Students watch a videotape of a school-produced drama, with no music. Working in small groups, students choose appropriate music (not original) to go with the drama.
- Students discuss/resolve limitations for recording the music to correlate with the drama and then record the soundtrack.
- Students explain how the music affected the intent of the drama.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.8 Organize, synthesize, and evaluate information
- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, create, imagine, apply, evaluate, risk-taking

LINKS TO OTHER STANDARDS & SUBJECTS:

- Theater
- Visual Arts
- Language Arts Literacy
- Other (depending on the dramatic content)

MUSIC 5-8: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: REFINING CRITIQUE

- As a group, students identify and list appropriate elements used as criteria to judge live and recorded musical performances. They use the computer to design a rubric.
- Using the student-created rating sheet, the class critiques live and recorded performances of various genres. Students write a critique of two contrasting musical groups: e.g., classical music, chamber orchestra, and a rock/pop musical such as "Tommy." When critiquing each musical group, students discuss the following:
 - ✦ balance/blend; ensemble; technical precision; tone color; intonation; and stage presence.
- Critique each other's vocal and instrumental musical works based on the same rating sheet used for critiquing the professional performances. They share the criticisms.
- Students respond to the question, "Why is it important to analyze the artistic process?"

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Provide constructive criticism
- 2.8 Use technology and other tools to produce products
- 3.7 Conduct systematic observation
- 4.7 Describe roles people play
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- analyze, synthesize, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

MUSIC 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #5, #6, & #7

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences. (#5)

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts. (#6)

Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts. (#7)

ACTIVITY: MUSIC, LYRICS, AND SOCIETY

- In small groups, students choose lyrics from a current popular music song. They read and study the lyrics, then discuss how their meaning relates to the music and to society.
- Each group arrives at consensus and produces and presents an oral report on their song to the class using a music video or audio equipment. The class critiques the presentation and offers dissenting opinions regarding the lyrics' meanings.
- Consider using one video presentation without actually viewing it. Students discuss the lyrics, then view the visual portion and discuss how this may change the viewer/listener's perception of the meaning.
- Students write their own lyrics with original music they audiotape. They discuss the lyrics of the original songs as the lyrics relate to society and culture. They incorporate dance or visual arts to the original music and lyrics. The dance movement and/or art work will correspond to the music and lyrics.

WORKPLACE READINESS SKILLS:

- 2.9 Use technology to present designs (and results of investigations)
- 3.2 Use models and observations
- 3.3 Formulate (questions and) hypotheses
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.10 Apply study skills

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*Long Branch High School,
pit band*

THINKING SKILLS:

- musical, know, comprehend, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.1, 1.2, 1.3, 1.4, 1.6
- Dance
- Visual Arts
- Language Arts Literacy
- Social Studies

MUSIC 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE TALKS

- Students become music program directors for a radio station: design, plan and evaluate music and other programming for a day's worth of listening including news, commercials, etc. The students work in small groups to:
 - ✦ Select a local radio station; identify and target the listening audience;
 - ✦ Prepare a list of songs, the artist or group, album, and style;
 - ✦ Evaluate/edit/revise choices for variety in groups and styles of music;
 - ✦ Diagram or outline the daily program, including talk segments, advertisements, newscasts, public service announcements, and talk call-in shows as appropriate to the selected stations;
 - ✦ Evaluate and revise the final program outline;
 - ✦ Present the final plans to the class and perform a segment.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills (and work habits)
- 1.8 Demonstrate occupational skills
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions
- 3.10 Monitor own thinking
- 4.5 Identify transferable skills
- 4.11 Describe how ability, effort, and achievement are interrelated

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Long Branch High School

THINKING SKILLS:

- musical, identify, decide, evaluate, logic

LINKS TO OTHER STANDARDS & SUBJECTS:

- All Music standards
- Theater
- Language Arts Literacy
- Social Studies



MUSIC 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: DISTINGUISH THE ELEMENTS

- Using recorded examples from various historical periods and musical genres, students analyze the artistic styles, trends, or movements by identifying and describing the distinguishing characteristics of the elements such as: rhythm, melody, pitch, timbre, dynamics, and structure. To assist the students, a teacher or class generated analysis sheet is prepared in advance.
- Compare/contrast similarities and differences in the elements and their aesthetic effects.
- Compare/contrast musical characteristics with the characteristics of another art form from the same or different genre or period.
- Relate musical characteristics to the major historical and/or social events of the time, as well as the society in which they were created.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data

THINKING SKILLS:

- audial concentration, identify, analyze, musical, compare/contrast, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- Other Art Forms, Social Studies

MUSIC 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: THE STUDENT CONDUCTS

- Select a composition that students are familiar with. In turn, each student conductor comes to the front of the group and conducts the ensemble using her/his own considered interpretation of such musical elements as dynamics, tempo, and phrasing. The student conductor evaluates pitch as well as rhythmic and melodic accuracy, and makes corrections and adjustments where and when appropriate. Encourage students to make considered interpretive decisions, using their teacher and classmates as possible resources, before they are scheduled to conduct. Encourage students to be flexible and experiment with other possibilities.
- Critique their interpretive choices and those of others, orally or in writing, in narrative form or through use of a cooperatively designed critique form.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively
- 4.4 Describe constructive responses to criticism
- 4.10 Apply study skills

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*South Hunterdon High School,
Spring 1998*

THINKING SKILLS:

- comprehend, translate, design, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Other Art Forms
- Social Studies

MUSIC 9-12: STANDARD 1.3

*All students will utilize
arts elements and arts
media to produce
artistic products and
performances.*

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: PRESENTATION PLAN

- Students develop a musical performance or multimedia presentation using original or existing music, visual arts, video, literature (poetry or narrative), and dance that revolve around a common theme or unifying concept.
- Students organize the materials across the artistic disciplines considering such elements as color, tone, color, line, form, rhythm, space, timing, tempo, mood, etc. Students combine materials to create a new work of art—a musical performance or multimedia presentation—that includes diverse areas of artistic endeavor. Related computer technology could include the development of Hypercard stacks, the use of graphic arts, desktop publishing software, and MIDI sequencing techniques.
- Encourage students to create and develop a sound “kaleidoscope” that includes environmental sounds, sounds of “found” and created instruments, as well as a broad palate of electronic and traditional vocal and instrumental sounds.
- If the activity is intended for public performance, include such extended activities as budget preparation, publicity, ticket sales, etc.

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WORKPLACE READINESS SKILLS:

- 2.2 Select appropriate tools and technology
- 2.9 Use technology to present designs and results of investigations
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.1 Set short and long term goals
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, synthesize, apply, imagine, logic

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

MUSIC 5-8: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: PROFESSIONAL CRITICISM

- Students read two current professional criticisms of the same artist or performance by two different critics. Students compare and contrast the criticisms. They identify personal attitudes or preferences present in these critiques.
- Students write a critique of the same artist/performance, isolating the criticism of the use of elements. In a later paragraph, students state their own attitude, opinion, and preferences related to the artist/performance.

WORKPLACE READINESS SKILLS:

- 4.3 Evaluate own actions and accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement interrelate

THINKING SKILLS:

- Analyze, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Writing, Reading, Comprehension)

MUSIC 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS

#8 & #9

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Analyze and evaluate how various artists and cultural resources influence student work. (#9)

ACTIVITY: MUSIC PERIODS

- The students work in groups. Each group selects a period of art (e.g., Baroque, Impressionist, or Renaissance). Students research the styles of music that are related to the works of visual art (e.g., painting, sculpture, or architecture). Next, the students identify and obtain (or record) samples of the music and obtain reproductions of the art. Students identify the implications of technology, science, and history, in the music and the visual art.
- Using *Hypercard* or other presentation software, student groups create an audiovisual presentation based on the above research project and share it with the class.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 2.8 Use technology and other tools to produce products
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, evaluate, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Arts 1.6
- Language Arts Literacy
- Social Studies (History)

MUSIC 9-12: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems in space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: DESIGN A MUSICAL PROGRAM

- Students design a musical event from beginning to end. They plan thematic or eclectic program with a multimedia presentation: a celebration of an historical or cultural event; or to honor a person. They select the music, order of the program, the performers, rehearsal schedule, location of the concert, printed program content, target market, marketing program organization, balance of lighting, sound, recording/broadcasting, stage/performance area arrangement and management, student and equipment movement and management, etc.
- Suggested Musical Events

CHAMBER MUSIC concert with performances by duos, trios, quartets, double quartets, etc. Small ensembles provide an opportunity for students to engage in musical decision-making with the teacher in the role of coach or mentor rather than director.

COMMUNITY HIGHLIGHT concert is a performance with an extra-musical purpose that provides a focus for planning, music selection, location, etc.

CONTEMPORARY MUSIC may use traditional presentations such as audience/ performance in the round; multimedia presentation on the walls or ceiling; use of recorded music with live music; use of props, live dance or drama.

VIDEO PRESENTATION may be student designed, planned, and performed and may include commercials for the program that could be aired on the school's public announcement system, radio station, or community access channel.

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WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 2.2 Select appropriate tools and technology
- 2.3 Access and use technology
- 2.5 Access communication and information systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.1 Set short and long term goals
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism
- 4.9 Use time efficiently

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy



*Steven Lloyd and Danielle Drakes
Background: Suzanne Kriessler and Dylan Smith
Long Branch High School*

THEATER

Child's play is rehearsal for "real life." The art of the play, *theater*, continues that rehearsal or preparation for adult roles. These roles are not only the ones that actors play; they include preparation for a variety of adult roles: the sound technician, the set designer, the producer, director, marketing agent, financial backers, and a cast of others. Play itself, as students' knowledge of theater expands, becomes *improvisation*, then *creative drama* and *social drama*. Rehearsal for real life is lifelong.

Children at play write their own scripts. Through study and participation in theater, they are exposed to how other children, adults, and those from other times, places, and societies have scripted their lives. They also observe the nature of adversity and how individuals overcome tragedy; the opportunities life offers or denies; and the humor in being human.

Skills very basic to many types of performances are developed through both the doing and viewing of theater such as:

- voice projection, intonation, and inflection;
- posture, poise, and body language;
- convincing and confident oral presentation;
- cooperation with a crew;
- technological potential;
- budget management;
- targeting the audience; and
- audience etiquette.

Possibly the most important knowledge students gain is how their individual performance impacts positively or negatively on the success of the group effort.

Theater works both sides of the brain. It is sequential and creative. Theater is a potential vehicle for teaching virtually all other subjects, along with incorporating all of the arts.

THEATER K-4: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: WHAT DO YOU LIKE? WHY?

- Prior to viewing a play or video, discuss the elements of a play or movie, such as: actors, props, setting, sound and lighting effects. Explain the reasons for appropriate audience etiquette. Have selected students observe specifically one artistic element while viewing (only one element so they can still follow the story.) For example, ask certain students to determine what sound effects are used or to note the music, weather or animal sounds. Other students could attend to the stage settings or the props. While viewing, each student should think about how his/her assigned element impacts the story.
- Students report on their assigned element. They discuss their reactions to the play (Did they like it or not?), giving reasons for their response.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism

THINKING SKILLS:

- Identify, recall, illustrate, classify, infer, decide, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4

THEATER K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: DID YOU EVER NOTICE ABOUT MAX?

- The students act out an improvisatory prompt. In rotation, each student is given an improvisatory prompt; 'enters' and acts out the prompt (e.g., prepare breakfast, do homework, or put together a puzzle). The character is "Max."
- The other students complete a statement that begins with "Did you ever notice about Max...?" Each time a statement is made, it must refer to something that "Max" *does* (a mannerism, movement, gesture, manner of speaking, etc.).
- After three statements have been made about Max, the actor carries out the improvisatory prompt incorporating the statements made about Max. Through discussion, the rest of the class (*the audience*) evaluates whether or not these mannerisms are really reflective of Max.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.13 Select and apply solutions to problem solving and decision making
- 3.14 Evaluate solutions
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement are inter-related

THINKING SKILLS:

- create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy



THEATER K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: WHAT ARE YOU DOING HERE?

- Using a prompt (e.g., "What are you doing here?" or "I knew you would come back"), the students work in small groups to brainstorm how to express these simple phrases in different ways if they are angry, happy, worried, sad, or suspicious. They practice varying attitude and emphasis, e.g., "I *knew* you would come back," or "I knew *you* would come back."
- Tape-record and then play back the students' efforts. We naturally alter the pitch, rhythm, loudness, and color of our voices to communicate emotion. How we change our voice on a certain word is called inflection. An actor uses these elements to communicate how a make-believe character feels.
- Students write or tell a short story showing how one of these inflections might be used to start a "plot." They explain where the story is taking place and who the characters are. They share the stories with the class.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.9 Identify patterns
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- comprehend, analyze, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

THEATER K-4: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: PRIMARY CRITIQUE

- Usually a young student's critique starts with "I like it (or don't like it) because ..." The reasons given are personal preferences based on how the art work makes them feel. Students say what they like or don't like, but more importantly, why. Such statements are the beginning of analysis for critical appraisal.
- Students view a theater presentation, a video of their own presentation, or a video by other students. After viewing, they describe the plot or scenes, saying what they like and what they don't like and explaining why. They list their reasons under two categories or headings: technical skill and use, and artistic presentation. As the lists grow, the students learn to name and evaluate other items under those categories for more sophisticated and positive criticism. Point out differences in what people notice. Emphasize audience etiquette as the behavioral basis for being able to critique a theater presentation.
- Students view a play, monologue, or a video and evaluate it using their growing list of criteria and their personal preferences. Sample critiques include the following:
 - ✦ "I like the red color. The red color was so bright it made me feel warm."
 - ✦ "The music was scary."
 - ✦ "The little boy was so brave, I liked him best."

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*"H.M.S. Pinafore"
Conerly Road Elementary School,
Franklin Township, Somerset, NJ*



WORKPLACE READINESS SKILLS:

- 3.10 Monitor own thinking
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect
- 4.11 Describe how ability, effort, and achievement are inter-related

THINKING SKILLS:

- analyze, express feelings, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)

THEATER K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #1

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

ACTIVITY: DIFFERENT FACES AND PLACES

- Provide an historical/cultural background to the use of masks in a society, e.g., Eskimo, Indian, or African. Describe why and how masks were used in the ways and rituals of those who created them.
- Students design and construct masks and then create a skit in which they wear and use their masks in the same way as the native people did.
- Obtain an English translation of a fairy tale or children's story from the World Language teacher in the non-native language the children are learning. Students create and perform a skit based on the fairy tale or story, using some of the words or phrases from the non-native language.

Note: The World Language teacher can assist with the pronunciation of non-native words.

- Students videotape or audiotape and view/listen to the taped performance. Consider cultural background music.

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*Suzanne Kriessler,
Lang Branch High School*

WORKPLACE READINESS SKILLS:

- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively
- 4.7 Describe roles people play
- 4.10 Apply study skills
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 2.7 Use technology and other tools to solve problems
- 2.9 Use technology to present designs and results of investigations

THINKING SKILLS:

- know, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Language Arts Literacy: (Speaking, Listening, Reading)
- World Languages

THEATER K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATORS

#1 & #2

Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play. (#1)

Plan and execute solutions to design problems. (#2)

ACTIVITY: SPACE AND HOW WE USE IT

- Students learn the basic design of the theater by visiting the school theater or auditorium. (If there is no school theater or auditorium, show visuals, diagrams, and/or photos of the various aspects of the theater.) Elicit discussion of the functions each of the following serves:
 - ✦ the lobby; the “house” or auditorium; the stage house; the trap room; the orchestra pit; the curtain; and lighting, etc.
- Using what they have learned, the students brainstorm how their classroom can be redesigned for classroom performances based on the functions the theater serves. Topics may include use of space, furniture, seating, etc. Students then execute the plausible and safe solutions.

WORKPLACE READINESS SKILLS:

- 2.10 Discuss problems related to technology
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.11 Identify/evaluate alternative decisions
- 5.3 Demonstrate safe physical movement

THINKING SKILLS:

- observe, know, apply, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts

THEATER 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS

#2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: ANALYZING THE AESTHETIC ELEMENTS

- Orally or in writing, the students analyze the aspects of a play. They describe the following elements and evaluate their level of importance to the success of the play:
 - ✦ theme/plot; characters/setting; structure/form; movement/pace; conflict/resolution; and interpretation.
- Students do a Siskel and Ebert review of the play or write a review for the “arts and entertainment” section of a newspaper.
- Create a “telephone” monologue telling a friend about the play.
- Students write a synopsis of several reviews in which they state their agreement/disagreement with the issues.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Identify transferable skills
- 1.8 Demonstrate occupational skills

THINKING SKILLS:

- analyze, compare/contrast, evaluate, summarize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)

THEATER 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #3

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

ACTIVITY: CREATE A CHARACTER

- Students select an object from a collection of natural objects (e.g., a smelly old onion, a sharply pointed chestnut casing, Queen Anne's Lace, a rose, or a seashell). They prepare a list of adjectives describing their object's qualities. Imagine that these adjectives described a person. What would their personality be like? What would be their age and gender? How would they dress, walk, and talk? What do they do?

Students draw the character.

- Imagine their character was telling them about a significant event in their life. Students write down the conversation of what the character might tell them.
- Students become their character and have a dialogue with another student using voice characterization. Students tell each other their significant event stories (taking a minute each). The partners provide positive criticism to each other.
- Each student then performs his/her significant story as a monologue before the entire class. Afterward, the class assesses how the monologue relates to the written piece.

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previous page)*



*Gloucester County Institute of Technology
An historical theatrical production*

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism

THINKING SKILLS:

- knowledge, comprehension, transfer, decide, apply, evaluate, creative

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing)
- Social Studies (Psychology)

THEATER 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

ACTIVITY: CLAP IT

- Students memorize and use CLAP IT! Brainstorming, students select an act from a play for which they will design a stage set using the C-L-A-P method:
 - ✦ **C**ollect information
 - ✦ Look at your **L**imitations
 - ✦ Consider your **A**udience
 - ✦ Develop a **P**lan
- Students **collect information** about what items must be on stage (i.e., items mentioned in the text or discovered through researching the historical period).
- Brainstorm what their **limitations** are: size of space, time deadline, budget, materials, etc.
- Determine what they want the **audience** to know about the play through the set design.
- Singly or in small groups, students **plan** a set design for the chosen act.

WORKPLACE READINESS SKILLS:

- 3.4 Identify and access resources
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design problems
- 4.2 Work cooperatively

THINKING SKILLS:

- comprehension, application, analysis, synthesis, evaluation

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts, Mathematics

THEATER 5-8: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps student to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: INTERMEDIATE CRITIQUE

- Students offer *useful* criticism in both written and oral form of their own work, the work of other students, and works of theater with which they come in contact. To produce useful criticism that has value to the listener, students do the following:
- Avoid value based upon familiarity and leave personal preference behind. Define the playwright's intent.
- Evaluate the use of theater elements in support of the intent, what worked, and what did not.
- Recommend changes that will lead to improvement (*constructive criticism*).
- Students enter their style preferences in a journal, poem, essay, etc., to assist in development of a personal style.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 4.3 Evaluate own actions and accomplishments

THINKING SKILLS:

- observe, analyze, evaluate, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- An analysis/criticism of a theater piece may involve any subject area and any of the arts disciplines depending on the presentation.

THEATER 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS

#5, #6, & #7

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences. (#5)

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts. (#6)

Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts. (#7)

ACTIVITY: PLAY FROM THE INSIDE-OUT

- Students choose a significant speech dealing with an important social or historical event. If possible, they view a film/movie of the speech presentation and/or the speaker.
- Research the historical period through media centers, libraries, cultural/historical museums, other community resources, or the Internet. Then select props appropriate to the historical period, including photos, painting reproductions, and political cartoons.
- Students memorize their speech and perform it as a monologue (acting the role of the speaker).
- Students produce a video on a selected socially or historically important speaker/speech. Working in groups, they develop the script. To create background to enhance the video, they research and compile a "catalog" of photo reprints, pictures, and newspaper articles of the area, the era, and its fashion; props; and music. Advise them to identify and give credit to the artists whose works are used.

WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.13 Select and apply solutions to problem solving and decision making

THINKING SKILLS:

- comprehend, apply, analyze, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts, Language Arts Literacy, Social Studies (History)

THEATER 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: RADIO STATION

- Students work in small groups to create a 30-minute radio program on tape. They combine musical selections, public service announcements, and commercials with the connecting narrative. They consider air time (time of day) and target audience. After familiarizing themselves with this activity, students create a workspace in the school conducive to successful achievement.
- At this stage of their development, students need to emulate work skills and habits that will be necessary in the workplace.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.8 Use technology and other tools to produce products
- 3.5 Use library media center

THINKING SKILLS:

- apply, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Social Studies

THEATER 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: AESTHETICALLY DIFFERENT

- Identify and compare two plays, or two versions of the same play, e.g. compare a Greek play to Shakespeare or a 21st century piece, or Shakespeare's "Romeo and Juliet" with West Side Story." Alternately, students identify two versions of the same play that exhibit differing philosophies.
- Analyze and compare the two plays viewed as to speech, pace, settings, time, use of color, shape/form lighting, sound effects, costumes, mood, etc.
- Students categorize these observations into similarities and differences. After drawing conclusions, the students present their analysis orally or in writing.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data

THINKING SKILLS:

- know, comprehend, compare/contrast, analyze, evaluate, conclude

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music (Sound)
- Visual Arts
- Language Arts Literacy (Speaking)

THEATER 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: READING VISUAL PROMPTS

- Students do background research on a well-known, contemporary, prominent person through biographies, newspaper articles, television clips, etc. They study the person's:
 - ✦ **Body:** Posture, movement, rhythms, pace, gestures, poise;
 - ✦ **Face:** Expression, use of facial features/gestures, tilt of head, etc.; and
 - ✦ **Voice:** Pitch, dynamics, pace (the music of the voice as well as the words).
- Each student writes a synopsis of the elements an actor would use to characterize the celebrity and then writes a brief monologue appropriate to that individual, using quotes from him or her (if possible). Students rehearse with partners in actor/coach roles.
- Each student performs his/her monologue for the class, using as many props as possible that identify with the character. (If appropriate, a student may pair with a compatible character for a dialogue.) The class attempts to identify each prominent individual.

WORKPLACE READINESS SKILLS:

- 2.5 Access communication and information systems
- 2.6 Access information
- 3.1 Define problem/ clarify decisions
- 3.4 Identify and access resources
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, memorize, recall, create, demonstrate, compose

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies (Psychology)

THEATER 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: THE PRODUCTION

- Working in teams of five or six, students write a scene that subtly utilizes issues in a current news event. First, they determine the time, place, etc., for their scene and utilize appropriate tools, arts elements, and media to give force to the scene. Students use technological tools such as the computer to draft the script or to design lighting, music, sound effects, visual effects, costumes, props, etc.
- Each group will design and publish their own “organizational chart” and “program” outlining their individual (or multiple) role(s) within the group: director, actor(s), technicians, etc.
- As each group performs, the rest of the class (the audience) evaluates the production. Using predetermined criteria regarding content and technical and artistic efforts, the audience also rates each participant’s contribution and makes positive recommendations for improvement.
- Students rate and record in their resume, in order of importance, the transferability of the skills applicable to future work requirements in their selected fields of interest. They write an appraisal of the efforts of their group: how they allocated and used their time and talents.

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*Theatrical production at
Gloucester County Institute of Technology*

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.3 Identify career interests
- 1.10 Prepare a resume and complete job applications
- 2.1 Understand technological systems
- 2.8 Use technology and other tools to produce products
- 3.1 Define problem/clarify decisions
- 3.14 Evaluate solutions
- 4.2 Work cooperatively
- 5.4 Demonstrate safe use of equipment or tools

THINKING SKILLS:

- flexibility, elaborate, imagine, problem-solve, opine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies
- Others (depending on the topic selected)

THEATER 9-12: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: ADVANCED CRITIQUE

- Students summarize, compare, and contrast at least two theater works from either two different artistic styles/genres or two different social or historical eras. They include commentary on how they would change an aspect of the theatrical works.
- The students brainstorm examples of how they will transfer this process of critique to the workplace in various careers. The ability to evaluate the work of others and to objectively assess one's own ideas is important to later success in the workplace. All places of business strive to do better or they will fail in the marketplace. Theater organizations are no different. Those who can improve upon the operations of the business and their part in it become valued employees.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.2 Describe the importance of skills and attitudes
- 1.5 Identify transferable skills
- 1.7 Describe the importance of academic and occupational skills
- 1.8 Demonstrate occupational skills
- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.5 Provide constructive criticism

THINKING SKILLS:

- Comprehension, application, analysis, synthesis, evaluation

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

THEATER 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #8, #9, & #10

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Analyze and evaluate how various artists and cultural resources influence student work. (#9)

Create works of art that communicate personal opinions, thoughts, and ideas. (#10)

ACTIVITY: UNIVERSAL THEMES

- Identify an artist or a theatrical work that connects with a political, social, cultural, or historical event/issue. Examples include the following: scientific discoveries or inventions and their social impact; the women's movement; and two people of diverse cultures meeting. Analyze and state the artist's or work's viewpoint regarding the event/issue and then present their analysis orally or in written form.
- Using a word-processing system, students write a scene that communicates their personal opinion or ideas concerning an event/issue that they feel strongly about. These opinions may be subtly or strongly expressed in the scene. Instruct the students to number the lines and pages for easier referencing. Remind them that a first draft is seldom accepted and rewrites may be necessary.
- Write a brief statement concerning how another playwright, research, critique of your work may have influenced the way the scene was written.
- Students perform their edited version of the scene for the class.

WORKPLACE READINESS SKILLS:

- 2.8 Use technology and other tools to produce products
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.11 Identify/evaluate alternative decisions
- 4.2 Work cooperatively
- 4.4 Describe constructive responses to criticism

THINKING SKILLS:

- identify, decide, evaluate, analyze, create, express, risk-taking

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies (History)

THEATER 9-12 STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: TOTAL DESIGN

- Students choose a play production currently done at a chosen grade level.
- They identify all the design tasks associated with this production (e.g., playbill, sets, costumes, and lights). They create and submit resumes to apply for design functions such as the following:
 - ✦ Director
 - ✦ Designers
 - ✦ Crew
 - ✦ Public Relations
 - ✦ Dressers
 - ✦ Managers
 - ✦ Makeup
 - ✦ Performers
- Several experienced theater students review the computer-generated resumes/portfolios and “hire” for these functions and audition for roles. All students will be given a role based on abilities specified in the resume and experience.
- Members of this company work cooperatively to produce the play. They observe all safety precautions.

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*Gloucester County Institute of Technology
An historical theatrical production*

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.7 Describe the importance of academic and occupational skills
- 2.2 Select appropriate tools and technology
- 2.3 Access and use technology
- 2.7 Use technology and other tools to solve problems
- 2.9 Use technology to present designs and results of investigations
- 3.1 Define problem/clarify decisions
- 4.1 Set short and long term goals
- 4.2 Work cooperatively
- 4.7 Describe roles people play
- 4.9 Use time efficiently
- 5.1-5.9 All safety standards: prevention, movement, equipment, devices, hazards procedures, rules, first aid

THINKING SKILLS:

- comprehend, analyze, apply, synthesize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Mathematics
- Science
- Technology

HOW DOES AN ARTIST WORK?

ARTISTS OFTEN BEGIN A WORK WITHOUT KNOWING HOW IT WILL END. THEIR IDEAS DEVELOP AS THEY WORK. SOMETIMES A CHANCE ENCOUNTER WITH STONES OR DRIFTWOOD ON A BEACH, OR A CLOUD FORMATION MAY GIVE THE ARTIST AN IDEA FOR A NEW WORK. THE RANDOM SCRIBBLED LINES ON A PIECE OF PAPER DEVELOP INTO A DRAWING.

Newton State School, Newark, NJ

Keason Johnson

ART IS AN IMPORTANT
PART OF OUR TOTAL EDUCATION!

VISUAL ARTS

Vision and Visionaries wanted! There has been a major shift in the world from a preponderance of print to visual communication: television, web sites, video, teleconferencing, etc. The American public that used to see an occasional movie at the local theater has nightly television viewing in the home. Whole industries have grown up with the shift to more visual communication. We came into this world as visual thinkers—thinking in pictures or images. Our dreams are just another mode of visual thinking. Visualization is our primary means for processing thought. Electronic visual processing has the capability of creating what is called “virtual reality,” which must be distinguished from the real. This is an increasingly visually oriented world calling for a workforce of visually educated, dimensional thinkers in nonart as well as art careers. Businesses rely heavily on visual communication: logos, advertising, packaging, product design, etc. Visual cognitive myopia is no longer an option. There is a necessary focus on the students’ use of metacognition and the higher-order thinking skills to know, understand, and use their full brain/mind potential. Performance in any area of life is strengthened through visual acuity and visualization techniques. Visual practice is used in business the same as Olympic athletes use it to improve performance.

Accept the technological challenge! There are few tasks that are not done by some form of technology. We can prepare the students for personal living and the workplace of today only by relying on technology to access the enormous amount of information available and accessible—if we know how. We can only envision the workplace 10, 20, 30 years from now. The transmittal of knowledge is no longer an adequate education. Students must learn to use and understand technology in a variety of personal and professional situations. Visual arts educators must provide exposure to technology and its possibilities. Changing technology has historically imprinted the visual arts as new materials and techniques become possible—new media, new tools, new architectural designs (from thatched roofs and primitive brick-making to molded steel and glass structures).



Maple Avenue School, Newark, NJ
Alexander DeJoie

VISUAL ARTS*(continued)*

‘See’ what we mean. Learning cannot take place in a vacuum. Students need to “see” that art is pervasive in the lives of everyone. There is a new requirement in arts education for children: learning about design and how it impacts our lives. New products can be invented; and old items and processes (including our cities and towns) improved functionally or aesthetically. Interdisciplinary experiences in the arts provide linkages to learning in context. Incorporating linkages into the students’ fine art and design experiences will enable students to understand why art is practiced in any era, in any place on the globe and what thought processes, ideas, philosophies, and messages it sends. For more help on the design standard, see Chapter 4, which follows the visual arts activities. While mentioned last, it is probably foremost in importance that students learn to express themselves in as many ways as possible—to learn what they think, see who they are, and envision what they would like to be.



Chancellor Avenue Annex, Newark Public Schools, Newark, NJ

Amir Saunders

VISUAL ARTS K-4:

STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: ART SUPERLATIVES

- Display a variety of works of art. Consider that art can be beautiful, expressive, functional, etc.
- Working in small groups, students discuss each artwork, comparing it to the criteria listed below. Provide each group with a set of “awards ribbons” labeled as follows:
 - ✦ Most Beautiful;
 - ✦ Most Useful;
 - ✦ Most Realistic;
 - ✦ Most Original;
 - ✦ Most Expressive;
 - ✦ Best Composition;
 - ✦ Took the Longest to Make; and
 - ✦ Imitates Nature.
- Each group decides which artwork gets which award. Each group member is responsible for taping the appropriate award next to an artwork and giving a supporting reason for that award. Disparity in choices can be further evaluated but need not be resolved.

Permission to use the above activity granted by Professors Eldon Katter and Mary Erickson, Kutztown University, Kutztown, PA.

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*Montclair State University,
Spring 1998*

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.3 Formulate questions and hypotheses
- 3.8 Organize, synthesize, and evaluate information
- 3.10 Monitor own thinking
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)

By permission of
Eldon Katter/Mary Erickson, professors
Kutztown University, Kutztown, PA

VISUAL ARTS K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: A DAY AT THE BEACH

- Students listen to selections of Impressionist music (e.g., Debussy, Holst, Grieg, and Grieg) and observe works of Impressionist artists (e.g., Van Gogh or Monet).
- Demonstrate dexterity and rhythm through a variety of movements and brush strokes with a large brush. Allow student practice time. Then, on a large sheet of paper the size of a beach towel, students paint in the colors and movements the music suggests to them. Students may fringe the edge of the paper to create a “beach towel” effect.
- Distribute a second large sheet of paper, which students will use to create a cutout of a human figure. Working in pairs, students trace their own bodies on this paper as if lying on a beach towel. Students first observe details of shape, clothing, facial features, hair shape, etc., then execute with colored media. (Suggested motivator: read aloud the book *Tar Beach* by Faith Ringgold.) Allow creativity of added items, e.g., jewelry, a pair of flip-flops on the towel, a bottle of sun block, or beach ball.
- Students work with the teacher to plan and arrange an exhibition of the class's results. (This activity may be combined with the “Go Fish” visual arts activity suggested for Standard 1.3.) Invite students to bring in items to add to the exhibition, such as beach umbrellas or a real beach ball.

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*Montclair State University,
Spring 1998*

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 4.2 Work cooperatively

THINKING SKILLS:

- translate, apply, create, plan, synthesize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Science (physical proportions)

VISUAL ARTS K-4:

STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: GO FISH!

- Students select the type of fish they want to create and its size: large, medium, or small. They create the outline on paper by drawing it by hand or using computer software. This activity may be tied to a science lesson.
- They design the fish using hot, warm, cool, or cold color combinations and lines, patterns, and shapes. Media preferences might be iridescent, glow colors, or wax resist. Students discuss reasons for their choices. See the work of Paul Klee.
- The class, using the elements of composition, designs an underwater environment (including schools of fish, shells, etc.) Combine with the exhibition of the Standard 1.2 visual arts activity entitled "A Day at the Beach."
- Using a computer, students create an invitation announcing the exhibition to send to guests. Decide who should receive the invitations. Host an "Opening".

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively
- 4.10 Apply study skills

THINKING SKILLS:

- observe, decide, research

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science, Language Arts Literacy

VISUAL ARTS K-4: STANDARD 1.4

*All students will
demonstrate knowledge
of the process of
critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: CREATE A GALLERY

- Each student chooses a work from a selection of reproductions/photos or student artwork of various media. The students categorize the works as landscape, seascape, portrait, abstraction, etc., and arrange them in their classroom “gallery.”
- The class holds an auction. Using play money, the students bid and “purchase” one of the artworks. Following the auction, the students discuss why they liked their particular purchase and how much they “paid.”
- Students explore the various career functions of selecting, collecting, exhibiting, and being a gallery owner, docent, etc.

WORKPLACE READINESS SKILLS:

- 1.12 Demonstrate consumer and other financial skills
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.10 Monitor own thinking
- 3.12 Interpret data
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)
- Mathematics

VISUAL ARTS K-4: STANDARD 1.5

Students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR

#1 & #4

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. (#1)

Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater, and visual arts. (#4)

ACTIVITY: MASKS AND PUPPETS

- Students investigate the influences in the life of the Eskimo: cold weather, snow, scarcity of vegetation, reliance on animals for food/warmth, limited resources, respect for the environment. They also view photos, etc., of the daily life of Eskimos (also referred to as the InnuIt).
- Display reproductions of Eskimo masks that have movable parts. Discuss why/how they were made and the nature (and scarcity) of the materials available for their artistic efforts.
- Students brainstorm ideas for 3-minute puppet shows based on Eskimo life. They create cardboard-and-stick puppets of Eskimo families with movable appendages. Discuss with them the materials they have to work with. Brainstorm ideas on how to replicate the faces, parkas, mukluks, and other features (e.g., using copy machines, enlargers, tracings, drawings, or collage).
- Create and perform 3-minute skits. Support the skits with Eskimo music.

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, create, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy
- Science
- Social Studies (geography)

VISUAL ARTS K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #2

Plan and execute solutions to design problems.

ACTIVITY: BOX CARS

- Students will design a vehicle. Consider the varied uses of vehicles, such as automobiles, boats (all kinds), buses, planes, trains, trucks, futuristic vehicles, etc. They also discuss bumper cars, all-terrain vehicles, rafts, hot-air balloons, etc. Bring in model or toy vehicles to display. Students learn that “Form follows function” so they must decide:
 - ✦ What will their vehicle be used for?
 - ✦ Who and how many will use it? How old are they?
 - ✦ What does the vehicle need?
 - ✦ What will make it safe? (Develop through discussion.)
 - ✦ How will the exterior be designed?
- Students select from a variety of boxes, such as shoe boxes, cereal boxes, egg cartons, and appliance cartons (for group project). They also select from various media.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design projects
- 5.1 Explain injury prevention
- 5.6, 5.7, 5.8 Identify common hazards, safety procedures, and rules

THINKING SKILLS:

- observe, decide, problem-solve, define, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science



*Brunswick Acres School,
Kendall Park*

VISUAL ARTS 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS

#2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: ARTS ELEMENTS

- Students analyze the elements of art in two and three-dimensional art forms including their own work and the works of other students/artists.
- Orally or in writing, compare and contrast the varied use and results obtained by arts elements in two disparate art works. They consider different artists or styles of art for comparison. They describe how the elements are used to support the artist's intent or the specific effect achieved. They consider realistic, abstract, and/or nonrepresentational art forms.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.12 Interpret data
- 3.7 Conduct systematic observations
- 4.3 Evaluate accomplishments

THINKING SKILLS:

- decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking)

VISUAL ARTS 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: CHIAROSCURO

- Students observe works by Caravaggio, de Chirico, Rembrandt, Vermeer, Raphael, and Velazquez, with attention to rendering of form and light/dark areas. Use a student-model and a collection of props, e.g. hats, glasses, cloak etc. to create interest in the pose. The students render the subject in at least three tones, black to white utilizing black or gray paper and/or white/black/gray chalk, or pastels. Darken the room or use a dark area of the school such as the stage. Add lighting to create highlights.
- The students bring a white object to school; e.g., a flower, a shell, a white china cup, fabric, a white onion, etc., that can be added to a class-created still life. Encourage creative selection. Begin with one student who places the first object on a white surface, cloth or paper. One at a time, the students proceed to add their object, perhaps rearranging the others until all have placed their contribution to the still life. Develop through discussion, the differences in the whiteness of the objects. Some will be dove gray, pure white, ivory, off-white, etc. Determine if any part of the still life should be rearranged for balance, positive/negative, etc.
- Students will render the tones of the still life or a portion of it using white, light gray or off-white paper. Compare the drawings for three-dimensionality, space, form, and color as well as the angle of the student's perception.

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WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 4.5 Provide constructive criticism

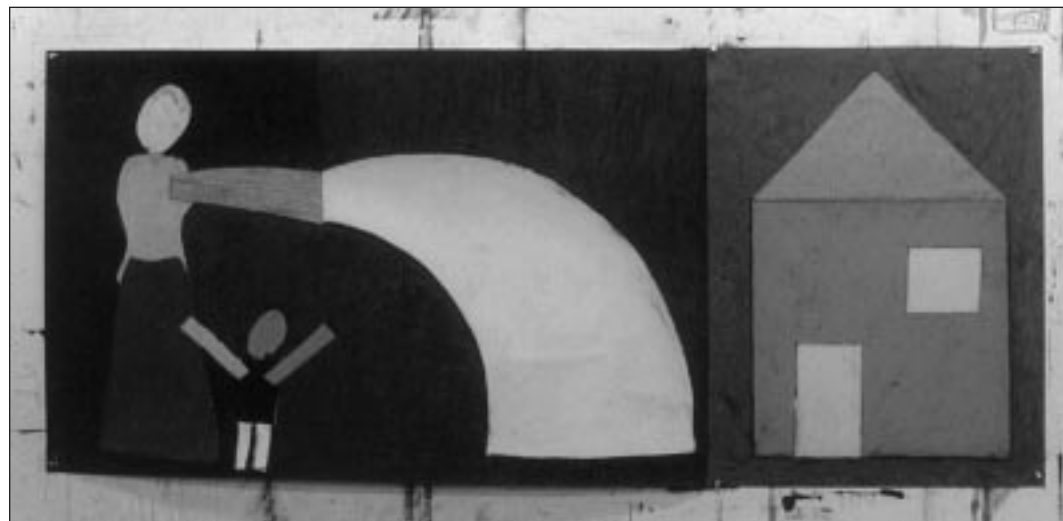
THINKING SKILLS:

- observe, perceive, transfer, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science (effects of light on color)

*Montclair State University,
Spring 1998*



VISUAL ARTS 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc. are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Demonstrate appropriate use of technology, tools, terminology, techniques and media in the creation of dance, music, theater, and visual arts.

ACTIVITY: FOOD FOR THOUGHT

- Food is often the inspiration for artistic effort. Presentation of “haute cuisine” is a commercial aspect of art akin to sculpture with color. Some contemporary artists have used sculpture to represent plain or fast food; others have provided comic relief with food as subject (a la Claes Oldenberg’s work)—what one might call the “blue plate specials.”
- Using technology and media, the students research a selected “food” theme as a subject for representation in clay. The assemblage of forms requires a wide variety of skills in hand building techniques and use of tools. The plate or platter can be wheel thrown. Alternately, another medium or process can be used for plates. For a successful product, timing and security of the work in progress must be self-monitored. Use glazes or mix paints to replicate the food colors on the kiln-fired clay.
- Alternatively, students try “wacky sandwiches” filled with unexpected items such as a frog, flowers, or pencils.
- The class creates a display in the cafeteria with “menu,” place mats, and settings.

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previous page)*



*Egg Harbor Township,
Students operating an in school
T.V. studio.*

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.1 Set short and long term goals
- 4.9 Use time efficiently
- 5.4 Demonstrate safe use of equipment or tools
- 5.5 Identify and demonstrate use of safety and protective devices

THINKING SKILLS:

- observe, decide, evaluate, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science



VISUAL ARTS 5-8: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: ART CRITIC

- Each student reports to the class, in the role of a professional art critic, on works of art that she/he has viewed at an art event: a student or community show, an ethnic/cultural festival, a museum, etc. Integrate art vocabulary. A good review includes the following criteria: a reproduction or photograph of the work, the handling of the elements of art, technical skill and technique, successful representation of the intent. Presentations should be timed.
- A videotape or audiotape of the review, allows for a "playback" and critique of the review.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Identify transferable skills
- 2.3 Access and use technology
- 2.6 Access information
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 4.7 Describe roles people play
- 4.9 Use time efficiently

THINKING SKILLS:

- know, comprehend, analyze, synthesize, apply, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking)

VISUAL ARTS 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #6

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.

ACTIVITY: COSTUME MUSEUM

- Working in small groups, students select from a varied group of historical periods e.g., Victorian, the 1960s, Renaissance, or Medieval, to identify a fashion style or outfit from the period (for male or female). Each group researches the costume/style and reports on the social class, mores, and events of the time, etc., and how they contribute to style and design.
- Each group constructs a “boardwalk” (faceless, with oval cutout), life-size, standing image wearing the period costume, hairstyle, etc. Brainstorm solutions to design problems. For example, discuss the use of technology in re-creating the details of the costumes: overhead enlargements, copy machine for repetitive pattern, computer-generated parts, addition of collage materials, etc. The images can be used to produce photographs of students in the costumes by adding their faces to these constructions. Use heavy appliance-box cardboard or lightweight wood.
- Display the above as a Costume Museum. Discuss museum-related careers such as fashion/costume designer, fashion historian, historical films consultant, museum docent, and photographer. If added to, annually, the museum will grow to serve other educational needs. Display the exhibits in other schools or in the community.

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*Egg Harbor Township Middle School,
Anchors on their own T.V. show (cable).*

WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.5 Identify transferable skills
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, decide, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3
- Social Studies

VISUAL ARTS 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #1

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: LANDSCAPE

- Before designing a 3-D model of their ideal backyard, students consider the site and its size, terrain, orientation to sun/shade, uses, and what should be included: pool, deck, gazebo, fencing, lighting, and/or sports or game courts. Students determine local laws relating to such items as permits and approvals, and safety requirements. They identify plantings, flower gardens, etc. They prepare several sketches. Their final plan on paper includes notations as to what permits and approvals are required.
- Finally, the students construct a 3-D model to scale using a variety of materials. Identify software, magazines, and community resources that would assist in this project.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design projects
- 5.1 Explain injury prevention
- 5.6, 5.7, 5.8 Identify common hazards, safety procedures, and rules

THINKING SKILLS:

- research, observe, decide, problem solve, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science
- Social Studies

VISUAL ARTS 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: ART MANIFESTO

- Before creating a “public work of art,” students survey a sampling of community members to determine their beliefs/feelings toward a sampling of subjects and aesthetic qualities for a community work of art. They also ask them what purpose the art work should serve, where it should be exhibited, and therefore what size it should be. Students write an art manifesto (a public declaration of intentions, opinions, objectives, or motives) that reflects the artists’ and the community’s aesthetic view/philosophy/aesthetic values.
- They use the survey results to design the art work (2-D or 3-D). Upon completion of the design replica, they determine if the artistic elements created the predetermined aesthetic qualities and effect.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.3 Evaluate own actions and accomplishments

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking, writing, interviewing)

VISUAL ARTS 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

VISUAL ARTS ACTIVITY: CREATIVITY AND ABSTRACTION

- In this activity, each student produces a series of works related to one subject.
- The first assignment in the series is the completion of a creative, realistic rendering of a subject. The students should make any further decisions regarding how this task is accomplished. (It's the marriage of realism and creativity, plus the decision-making process that the students must struggle with.)
- The second in the series should abstract the form of the subject in some way—its line, shape, colors, its place or experience in its existence.
- The third abstraction should give the appearance of being nonrepresentational.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data

THINKING SKILLS:

- observe, perceive, create, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Depends on student's choice of subject. See related vignettes on next page.

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EXAMPLE:

Students, given an apple as their subject, produced boring compositions of red whole apples—as were handed to them. They were told their drawings did not fulfill the “creative” part of the assignment. In return they complained that the teacher was not telling them what she wanted them to do. “No,” said the teacher, “you are not doing what I asked you to do.” One student, in frustration, took a bite from the apple. “Aha!” said the teacher. “Ah!” said the student as he erased the rounded edge and penciled teeth marks on the drawing. The others caught on and produced realistic renderings of apples: with curled peel, disassembled and reorganized, and cut crosswise with the interior structural design showing. Some were later baked with the crosscut design on the top crust, candied and placed in a student-designed display box. Illustrations could include the mythologies of Johnny Appleseed, the symbol of the matriarchal religions, the poisoned apple of the wicked witch, sculpted from clay with the serpent plunging out and entitled, “The Garden of Eden.”

EXAMPLE:

A student’s rendering of a pheasant as subject produced the iridescent colors. While contemplating the beauty of the bird’s feathers, the student realized that this bird’s beautiful feathers did not compensate for its awkward shape and poor flying capability. The first abstraction produced was a collage that expressed the fragility of this bird’s existence. Weather, the hunter, and forest fire made it vulnerable. Burnt paper was part of the media used to express the violence in nature that threatens its life. Another abstraction was a large, strong bird soaring over city and countryside with the words, “I’d rather have strong wings than fine feathers.” The final work was a linear, abstract expression of “Flight on Wing and Wind.”



VISUAL ARTS 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc. are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials and creative processes commonly used in visual arts.

ACTIVITY: PORTRAITS WITH FEELING

- Using a mirror to draw a self-portrait, or a partner/model, students complete a series of portraits depicting several emotional states in facial drawings. These various emotional expressions may be subtle or strong. Use several facial angles. See page 5 for helpful hints on learning to do portraiture.
- Students select one of the portraits and abstractly apply a color (e.g., some associate red and black with anger, yellow might be chosen to represent a glowing happiness, etc.). Selections and volume of color are personal choices.
- Students select a second portrait portraying a different emotion. They add a body to the drawing that depicts, through body language, the same emotional state as the face. (The body might be done cartoon-like.)
- Students exhibit their work and compare/contrast the same emotions and dissimilar ones for the use of line, color, space, etc.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.9 Identify patterns
- 3.11 Identify/evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- concentration/focus, attention to detail, hand/eye coordination, select, solve problems

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies (psychology)

VISUAL ARTS 9-12: STANDARD 1.4

*All students will
demonstrate knowledge
of the process
of critique.*

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: EVALUATING THE CRITICS

- Students view the works of a specific artist and analyze the use and composition of the elements, technique, technology, and intent of the artist. In the analysis, they include the individual influences that impacted the work of the artist.
- Students, using the Internet, library, and/or media center, review published professional criticisms of the artist's work. They express their own agreements and/or disagreements with the view of the professional critics and identify any biases/inflammatory language in the professional criticisms.
- Based upon the students' critiques, the class isolates the factors analyzed and develops a rubric (using word-processing tools) for analyzing and critiquing their own work. For example the students isolate the elements by discussing the use of positive/negative space, color, texture, technical skill, technology, composition, visual perspective, etc.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.5 Use library media center
- 3.10 Monitor own thinking

THINKING SKILLS:

- comprehend, analyze, compare/contrast, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (writing, reading)

VISUAL ARTS 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #8

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events.

ACTIVITY: GENOCIDE & ARTISTIC EXPRESSION

- Students select and research the historical events of genocide, such as the European witch hunts, slavery, the Holocaust, Bosnia and "ethnic cleansing."
- Students prepare oral or written reports that include applicable economic and political causes and identify the "players" involved. The students include artistic representations (e.g., film, news film clips) of the event by artists of note and at least one of their own related art works. Students utilize the Internet, a library, a museum to collect information; the computer to prepare the art and a written draft; and other technology to reproduce the art/photos.
- The class exhibits the art works/reproductions as an historical time line.

WORKPLACE READINESS SKILLS:

- 2.5 Access information and communication systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.10 Apply study skills

THINKING SKILLS:

- know, apply, select, decide, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies

VISUAL ARTS 9-12: STANDARD 1.6

*All students will develop
design skills for
planning the form
and function of space,
structures, objects,
sound, and events.*

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: INTERIOR DESIGN

- When redesigning a room in their home to make better use of space, provide more storage, and/or modernize, students begin with an in-scale floor plan. Using CAD if available, they choose a color plan starting with the larger area (floor/walls) and select the following items from magazines, other sources, their own samples, or models:
 - the furnishings;
 - fabric samples;
 - lighting; and
 - window treatments.
- Students create 2-D representations of the newly designed room with measurement notations to ensure safe/comfortable movement. They include swatches in their presentation.
- Students estimate the budget required to cover the cost of the renovation/redecorating. They provide a basis for the costs listed.
- Students define the reasons for keeping certain features and disposing of others. They identify changes made to the electrical, plumbing, and heat/air systems.

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previous page)*

*Lacey students in the background of the
set of "Snake Eyes" in Atlantic City, NJ*



WORKPLACE READINESS SKILLS:

- 1.12 Demonstrate consumer and other financial skills
- 2.0 Understand technological systems
- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 3.15 Apply problem-solving skills to design projects
- 5.3 Demonstrate safe physical movement

THINKING SKILLS:

- research, observe, decide, problem-solve, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Mathematics